

**Virginia Advisory Committee for the Education of the Gifted
University of Richmond
Keller Reception Hall
February 15, 2002**

Call to Order and Welcome

VACEG Chair G. Hubbard called the Virginia Advisory Committee for the Education of the Gifted to order at 9:45am. S. Wadsworth agreed to serve as timekeeper, and J. Green agreed to serve as process observer for the meeting.

VACEG members present for the meeting included: Chair G. Hubbard; Past Chair T. Douglas; Vice-Chair, K. Eicher; Dr. R. Turner, E. Snyder, R.V. Turner, J. Green, D. McKinney, S. Wadsworth, J. Freeman, A. Smith, C. Cottrell, P. Cox, J. Towslee, N. Ballinger, L.F. Brown, J. Leslie, S. Winett, E. Daniels, B. McGonagill and J. Marler. Two guests in attendance were L. Snyder and T. Clemmons.

Approval of Minutes and Revision of the Agenda

Minutes from the VACEG meeting on December 7, 2001 were reviewed. E. Snyder moved approval, and N. Ballinger seconded the motion. The minutes were approved on a voice vote. Chair Hubbard noted changes in the day's agenda. Committee work began with the VDOE report.

Report from the Virginia Department of Education.

- When the Virginia General Assembly is in session, much of the work at VDOE centers on research and support efforts for requests for information.
- Work in the field included training sessions at Washington and Lee University for educators in Rockbridge and Lexington school divisions, and assistance with the Torrance Test for portfolio assessment in Gloucester.
- According to the results of the 2001 Annual Report, "Programs for the Gifted," more staff development training in gifted education is needed across Virginia.
- Increased funding for Virginia's Governor's Schools' operations has been requested, and information about numbers of students attending Governor's Schools had been submitted.
- The Virginia Board of Education approved Massanutten and Piedmont Governor's Schools; funding is dependent upon the action of the 2002 General Assembly.
- Budget requests for Summer Residential Governor's Schools have been submitted, including the new Residential Governor's School for Agriculture.
- Budget amendments will impact the operation of these schools.
- No change in Summer Regional Governor's Schools funding is expected this year.
- Paper nomination forms are being issued to school divisions that have not yet submitted electronic nominations.

Questions from members

- Last school year, 2000-2001, 748 students were served.
- Word of the comprehensive program at the new Governor's School for Agriculture is spreading. In its first year of operation, students studied academic areas relating to agriculture such as science, economics, vocational topics, technological topics, agricultural

studies, and more. Educational leaders, equipment, and expertise from Virginia Tech are available to these students.

Review of States' Standards

Chair Hubbard asked B. McGonagill to address issues and share information about Educational Standards from several selected states under review by VACEG Members as they work to develop and recommend substantive and worthy changes for the Standards for Gifted Education in Virginia.

- Professional standards for education are primarily of two types: Regulatory or Evaluative
- Examine standards to discover how rubrics are developed to delineate and access regulations
- Regulatory standards - AZ, MN, MT, and OK
- Evaluative standards - AR, CA, and TX
- TX had also developed a reference guide, with helps, for educators and administrators.

Chair Hubbard drew attention to development of self-assessment template for school divisions in Virginia to assess and review their identification procedures and staff development options for teachers in gifted education to facilitate work with gifted students. Chair Hubbard suggested division of VACEG members into two distinct groups to study, speak about issues, and listen to discussion about two primary areas of concern: Identification Procedures for gifted students and staff development for educators.

- Thirty minutes for individual reading, discussion, and planning proposals for identification and staff development subcommittees was provided.
- Individual VACEG members, representing constituent groups, used documents from selected states and focused on the specific issues of interest to their subcommittees
- Chair Hubbard directed that the two subcommittees continue to discuss identification and staff development issues during lunch
- Chair Hubbard also directed the VACEG Executive Board to meet during lunch to discuss VACEG bylaws

After thirty minutes of individual study, Chair Hubbard outlined several ideas for subcommittee members to consider as they worked through lunch.

- Some states have documents for gifted education that are regulatory in nature.
- Some states have documents for gifted education that list standards that support the regulations.
- States with previously set regulations for gifted education may have procedures manuals in place.
- States with new regulations for gifted education will have to develop procedures manuals.
- VACEG represents a wide range of constituent perspectives useful for developing recommendations for exemplary programs, including staff development programs and Identification plans.

Chair Hubbard called the Committee as a Whole to order, after a working lunch, and asked subcommittees to report information the subcommittees had discussed.

Staff Development Subcommittee

Procedures for selection, training, and evaluation of educational personnel who teach gifted students, including teachers, support staff, administrators, and supervisors should include the following items.

Selection

- Minimum standards include certification in specific area to which educators are assigned, passing scores on appropriate state-approved assessments, meeting performance standards, and meeting established minimum competencies;
- Specialist teachers in gifted education must hold endorsement in gifted education or must be actively working toward endorsement in gifted education; and
- Coordinators in gifted education should be specialists in gifted education with recognized experience and demonstrable knowledge in their fields.

Training

- Establishment of written descriptions of desired competencies for educators of gifted students;
- Establishment of written plans for staff development based upon need, including specific educational areas such as curriculum, instruction, affective issues, identification, traits of gifted learners, etc.;
- Providing staff development opportunities correlated with desired competencies for educators of gifted learners;
- Providing follow-up classroom support;
- Providing pre-service coursework;
- Encouraging staff development by adding pertinent books and professional journals dealing with gifted education to schools' professional libraries;
- Providing opportunities for experts-in-residence, experts from the field, and teachers to lead staff development activities;
- Selecting individuals with recognized knowledge and demonstrable expertise in gifted education to conduct educational in-service;
- Providing ongoing staff development for all stakeholders in gifted education;
- Designing appropriate evaluations for outcomes of staff development;
- Providing time for educational planning, direct services, and staff development workshops;
- Providing release time from professional duties; and
- Educating all school staff about the nature, nurture, and needs of gifted learners.

Evaluation

The staff development subcommittee will complete issues relating to evaluation

Bylaws Subcommittee

The bylaws subcommittee worked to clarify and separate the intermingled VACEG policies and VACEG procedures in the bylaws. Subcommittee members agreed on several points presented for discussion.

- The Virginia Department of Education suggested that the bylaws should include the policies of VACEG but not the procedures, which could be in a separate document.
- VDOE also suggested that VACEG should reduce the number of representative constituent members to twenty, which was the original number of representative

constituent members. It was also suggested that VACEG members who qualify for more than one membership category could provide multiple perspective while reducing VACEG membership to twenty constituent members.

Reports from Constituent Organizations

Virginia Association for the Gifted, President N. Ballinger reported

- The VAG Fall 2002 Conference in Williamsburg was a great success.
- VAG training in January was conducted to help VAG leaders share information about the importance of Gifted Education in Virginia with legislators.
- VAG leaders are already planning the VAG Fall 2002 Seminar.

Virginia Association of Secondary School Principals, J. Leslie reported

- High School principals are struggling with accountability issues and ability levels of gifted students.
- These issues are complicated, especially since these issues relate to standardized testing and to other more subjective measures by which gifted students might also be evaluated.
- These issues are further complicated by rankings from independent companies that rate student scores on Advanced Placement and International Baccalaureate testing.

Virginia Museum of Fine Arts, D. McKinney reported

- The Virginia Museum of Fine Arts houses the largest collection of ancient Greek art and artifacts in the Southeastern states
- VMFA is offering a special program for educators about Greek culture, Summer 2002

Business and Industry, E. Snyder reported

- The competitive science program, FIRST, is used in school divisions in the Eastern states
- FIRST is a cooperative science program, with interaction among businesses and schools, professionals in specific fields, scientists, craftsmen, and others to sponsor and assist students
- The First competition spans the globe

Administrative Consortium for Gifted Education, Chairperson A Smith reported

- Its Executive Committee would meet March 15, 2002.

Virginia Parents and Teachers Association, P. Cox reported

- State PTA leaders plan to share a legislative program with the Virginia General Assembly.

Visitors L. Snyder and T. Clemmons reported that they learned about the gifted programs in Virginia, the work effort that goes into standing in support of Gifted Education, differences in theoretical approaches and practical approaches, and how things play out in real time as a result of their visit to VACEG Board.

Public Comment

No comments were brought forward during the citizen comment time.

Adjournment and Announcement of Next Meeting

Chair Hubbard thanked VACEG Members for a good meeting and B. McGonagill for assisting. Chair Hubbard announced that the VACEG Executive Committee would meet on March 15, 2002, at Lynchburg College to discuss VACEG bylaws changes. The VACEG meeting was adjourned at 1:50pm. The next regular meeting will be held on April 19, 2002 at Keller Hall, University of Richmond.